



## State of Nevada – Department Of Personnel

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### CLASS SPECIFICATION

<u>TITLE</u>	<u>GRADE</u>	<u>EEO-4</u>	<u>CODE</u>
DEVELOPMENTAL SPECIALIST IV	37	B	10.133
DEVELOPMENTAL SPECIALIST III	35	B	10.140
DEVELOPMENTAL SPECIALIST II	33	B	10.147
DEVELOPMENTAL SPECIALIST I	31	B	10.149

### SERIES CONCEPT

Developmental Specialists provide individual and group clinical, developmental and support services for individuals of all ages who have, or who may be at risk for, developmental delays, developmental disabilities, mental retardation or related conditions, and social, emotional and/or behavioral disorders. Incumbents develop and implement programs and treatment and service plans, provide direct services and case management, develop financial and community resources, and provide education, information and technical assistance to family members, other agencies and service providers regarding human growth and development.

Developmental Specialists may be assigned to one of many specialized programs and facilities, and duties may be performed in the home, clinic, hospital, residential, outpatient, and community facilities, or similar settings. Duties performed and the population served vary. Some representative examples include:

*Program for Individuals with Mental Retardation:* Incumbents develop, coordinate and monitor the implementation of client treatment activities to facilitate achievement of identified goals for the specific developmental and behavioral management needs of each client in the least restrictive environment possible. They may supervise the unit manager of an assigned residential living unit and may provide case management services, conduct training in daily living skills, recruit community service providers and contractors, and supervise the activities of supported living arrangement providers.

*Early Intervention Program:* Incumbents provide or oversee grant programs which provide early intervention diagnostic and treatment services for children under the age of three who exhibit developmental delays to remediate delays and facilitate development of social, motor, communication, cognition, self-help and behavioral skills. They also function as a service coordinator to assist families with accessing services and resources in a clinic and/or the community.

*Early Childhood Program:* Incumbents provide consultation and guidance to family specialists and collaborate with community organizations and agencies to share resources and expertise in providing training to families of infants under the age of one regarding best practices in the care of infants to encourage optimal child growth and development.

*Early Childhood Treatment Program:* Incumbents implement mental health treatment plans and programs for children ages birth to eight years with social, emotional and behavioral disorders to facilitate children's development of social skills and coping strategies, and to enhance family interaction and children's self-concept, sense of competence, control and independence.

Assess clients using appropriate assessment tools to evaluate and determine eligibility for services, program planning, and client and family needs; establish a base line and document client progress in meeting objectives.

Develop client treatment and service plans by interviewing clients, family members, and care providers; identify goals based on client/family objectives and available resources; review client's social history, report observations and recommend changes; remediate deficits and provide intervention strategies; assist care providers in learning behavioral techniques to enhance the care provider/client relationship.

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Page 2 of 6

### **SERIES CONCEPT (cont'd)**

Implement treatment and service plans to support and strengthen family/care provider functioning; evaluate with the family/care provider the appropriateness of desired outcomes of the treatment/service plan and the effectiveness of the plan in meeting the client, family and care provider needs; review plan with client and family/care provider and revise as needed.

Provide case management services; develop treatment/service plans and monitor client and family progress; identify, obtain, coordinate, monitor and evaluate resources and services to meet client and family/care provider needs; assist clients in obtaining financial assistance; coordinate treatment and services with outside agency service providers; monitor work sites, school, and community-based placements; advocate for the client to ensure goals are accomplished and prepare and submit reports to courts and other agencies.

Develop external resources required to achieve identified treatment/service objectives; coordinate and facilitate services between agency, client, family and community organizations; provide information to providers regarding agency policy, procedure, and guidelines.

Identify funding sources and participate in writing grant proposals to expand services; participate on program review teams, provide technical assistance, prepare federal and State reports, and meet with professionals in local communities to develop program awareness and partnerships.

Conduct home visits; negotiate and write contracts for housing, in-home and other services; monitor providers to ensure services are provided; monitor quality of the living environment; train care providers as necessary; review billing forms for accuracy of services provided.

Provide crisis intervention including responding to emergency calls; search for missing clients; report instances of neglect and abuse to appropriate authorities; coordinate emergency services such as respite; restrain client or utilize appropriate behavioral and environmental controls for clients who may be hostile, combative, aggressive or assaultive; follow established protocols and policy to protect clients, staff, family and others potentially at risk due to client behavior or family dynamics.

Consult with other clinicians, medical personnel, vendors, contractors, school districts, other public agencies, community organizations, employers, and professionals in the legal system to exchange information; serve as motivator and negotiator to arrange and resolve service delivery issues.

Develop training curriculum regarding early childhood development, parenting skills and developmentally appropriate activities; organize training and present information to clients and family/care providers regarding methods to achieve developmental objectives in the treatment/service plan.

Develop and implement activities and therapeutic techniques; provide feedback, monitor treatment plans, and document client progress; function as primary or co-therapist in group therapy sessions and other treatment groups offered by the agency; assist family/care providers in learning behavioral techniques; guide care provider participation in treatment/service programs and meet with families/care providers to discuss client progress.

Prepare a variety of written reports related to the evaluation of clients and therapeutic services provided; document case notes in client files; provide information to treatment/service team members, other professionals, family members, care providers, and administrators regarding current evaluations and client progress; prepare and submit forms and documentation for billing purposes as required.

Supervise lower level professional, paraprofessional and support staff, teachers, university students and volunteers as assigned.

Perform related duties as assigned.

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Page 3 of 6

### CLASS CONCEPTS

**Developmental Specialist IV:** Under administrative supervision, incumbents supervise and direct the activities of lower level Developmental Specialists and other related professional, paraprofessional and support staff to implement program activities and ensure compliance with relevant policies and procedures in assigned program areas; ensure programs meet applicable licensing standards; prepare budget recommendations; and perform duties described in the series concept as required.

**Developmental Specialist III:** Under direction, incumbents perform a broad range of duties described in the series concept and may assist in program planning by developing goals and objectives, conducting needs assessments, and collecting and reporting information about the program. This is the journey level in the series.

**Developmental Specialist II:** Under general supervision, incumbents continue to receive training and gain experience in performing the duties described in the series concept.

**Developmental Specialist I:** Under immediate supervision, incumbents function in a trainee capacity and learn to perform duties described in the series concept.

### MINIMUM QUALIFICATIONS

#### **SPECIAL NOTES AND REQUIREMENTS:**

- \* Some positions must possess or obtain an endorsement in Early Childhood Special Education issued by the Nevada Department of Education within three years of appointment to this series. (This license requirement applies only to those positions directly involved with children from birth to eight years of age with developmental delays.)
- \* In order to meet the needs of the hiring agency, some positions require specialized training or licensure which will be identified at the time of recruitment.
- \* Some positions must meet federal guidelines for Qualified Mental Retardation Professional designation at the time of appointment.
- \* Incumbents may be required to work evenings, weekends and holidays, in addition to normal working hours.
- \* Some incumbents must possess and maintain a valid driver's license.

#### **DEVELOPMENTAL SPECIALIST IV**

**EDUCATION AND EXPERIENCE:** Bachelor's degree from an accredited college or university in early childhood, special education, human growth and development, psychology, counseling, social work or closely related field and four years of experience in an early intervention program, early childhood program, early childhood special education setting, mental health or mental retardation facility, or a clinical setting providing developmental, special education, or treatment-oriented services; **OR** an equivalent combination of education and experience. (*See Special Notes and Requirements*)

**ENTRY LEVEL KNOWLEDGE, SKILLS AND ABILITIES** (required at time of application):

**Working knowledge of:** mental health, mental retardation, or early childhood service delivery systems; philosophy and policies at State and national levels regarding client services; fiscal and program accountability; approaches to treating individuals with mental illness, mental retardation, developmental delays, and emotional and other related disabilities; program planning, development and evaluation.

DEVELOPMENTAL SPECIALIST IV	37	B	10.133
DEVELOPMENTAL SPECIALIST III	35	B	10.140
DEVELOPMENTAL SPECIALIST II	33	B	10.147
DEVELOPMENTAL SPECIALIST I	31	B	10.149

Page 4 of 6

### MINIMUM QUALIFICATIONS (cont'd)

#### DEVELOPMENTAL SPECIALIST IV (cont'd)

##### ENTRY LEVEL KNOWLEDGE, SKILLS AND ABILITIES (cont'd)

**General knowledge of:** principles of training and supervision; data collection techniques; and administration of projects and/or grants. **Ability to:** conduct needs assessments; develop resources for assigned functions and activities; develop program goals and objectives; prepare and present verbal and written reports and presentations to the public, other State agencies, and co-workers; recruit, train and supervise staff; delegate and assign work to subordinates; *and all knowledge, skills and abilities required at the lower levels.*

##### FULL PERFORMANCE KNOWLEDGE, SKILLS AND ABILITIES (typically acquired on the job):

**Working knowledge of:** principles and practices of supervision; State personnel policies and procedures; program management techniques; budgetary processes and procedures; grant requirements and development.

**Ability to:** develop program specific policies and procedures related to client care; evaluate program quality, outcomes and cost effectiveness; write grant applications and related documents and reports.

#### DEVELOPMENTAL SPECIALIST III

**EDUCATION AND EXPERIENCE:** Bachelor's degree from an accredited college or university in early childhood, special education, human growth and development, psychology, counseling, social work or a closely related field and three years of experience in an early intervention program, early childhood program, early childhood special education setting, mental health or mental retardation facility, or a clinical setting providing developmental, special education, or treatment-oriented services; **OR** an equivalent combination of education and experience. (*See Special Notes and Requirements*)

##### ENTRY LEVEL KNOWLEDGE, SKILLS AND ABILITIES (required at time of application):

**Working knowledge of:** case management practices and procedures; symptoms, characteristics and treatment of clients with mental illness, mental retardation, emotional and behavioral disorders, or developmental delays; family functioning and dynamics; Individuals with Disabilities Education Act; Americans with Disabilities Act; assessing, developing and implementing treatment and service plans and goals; social, agency, and community resources; crisis intervention techniques; individual, marital, group and family intervention techniques; laws governing abuse and neglect of clients; ethical standards of care and treatment; writing treatment plans, psychosocial assessments, comprehensive evaluations, reports and recommendations; pre-vocational training and supported employment procedures; client rights and confidentiality of information; clinical (peer) review procedures. **General knowledge of:** psychotropic medications including desired effects, common side effects, and drug interactions; licensing regulations for various living arrangements. **Ability to:** establish rapport and appropriate relationships with clients, their families and care providers; develop and maintain effective and cooperative working relationships with co-workers, medical and health professionals, social service agency representatives and others; confer with colleagues, clients and others; structure intervention activities to maintain and promote individual strengths; *and all knowledge, skills and abilities required at the lower levels.*

##### FULL PERFORMANCE KNOWLEDGE, SKILLS AND ABILITIES (typically acquired on the job):

**Working knowledge of:** agency, divisional and State policies and procedures as related to client care; adaptive/daily living skills applicable to family-centered settings. **General knowledge of:** psychological, intelligence and achievement tests. **Ability to:** make sound clinical decisions in unusual and crisis situations; modify and/or adapt intervention procedures to meet the needs of clients, families, and/or care providers; develop, organize and conduct training for consumers and the public; manage a caseload of individuals with significant mental, developmental, emotional and psychological problems or related disorders; modify and/or adapt clinical intervention procedures to meet specific identified needs of clients and families; observe and detect signs of psychological disorders or developmental disabilities; organize resources to meet the needs of clients and families with multiple problems; make oral presentations concerning treatment plans, goals and results.

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DEVELOPMENTAL SPECIALIST III	35	B	10.140
DEVELOPMENTAL SPECIALIST II	33	B	10.147
DEVELOPMENTAL SPECIALIST I	31	B	10.149

Page 5 of 6

## MINIMUM QUALIFICATIONS (cont'd)

### DEVELOPMENTAL SPECIALIST II

**EDUCATION AND EXPERIENCE:** Bachelor's degree from an accredited college or university in early childhood, special education, human growth and development, psychology, counseling, social work or a closely related field and two years of experience in an early intervention program, early childhood program, early childhood special education setting, mental health or mental retardation facility, or a clinical setting providing developmental, special education, or treatment-oriented services; one year of this experience must be post-bachelor's degree; **OR** an equivalent combination of education and experience. (*See Special Notes and Requirements*)

**ENTRY LEVEL KNOWLEDGE, SKILLS AND ABILITIES** (required at time of application):

**Working knowledge of:** human growth and development; behavior management techniques. **General knowledge of:** Individuals with Disabilities Education Act; Americans with Disabilities Act; laws governing abuse and neglect of clients; client rights and confidentiality of information; specific developmental skills such as fine and gross motor, social skills, communication, cognition and self-help; case management practices and procedures; treatment team dynamics; interrelationships between the characteristics, disabilities, strengths, and special needs of the client; elements of the environment which may support or impede development and learning; crisis intervention techniques; symptoms, characteristics and treatment of clients with mental illness, mental retardation, emotional and behavioral disorders, or developmental delays; family functioning and dynamics; medical issues related to disabilities; individual, marital, group and family counseling techniques; psychotropic medications including desired effects, common side effects, and drug interactions; family dynamics and cultural awareness applicable to interpersonal relationships and social interaction; community systems including schools, Social Security, courts, Medicaid, employers and others, and their impact on the client and family; communicating with colleagues, clients and others. **Ability to:** analyze and interpret functioning level of clients; recommend therapeutic/developmental intervention strategies to improve functioning; enable families to enhance their abilities and competencies to meet the needs of the family; function as a service coordinator in assisting clients and families with accessing services and resources in the community.

**FULL PERFORMANCE KNOWLEDGE, SKILLS AND ABILITIES** (typically acquired on the job):  
*These are identical to Entry Level Knowledge, Skills and Abilities for Developmental Specialist III.*

### DEVELOPMENTAL SPECIALIST I

**EDUCATION AND EXPERIENCE:** Bachelor's degree from an accredited college or university in early childhood special education, human growth and development, psychology, counseling, social work or closely related field and one year of experience working with clients in an early intervention program, early childhood program, early childhood special education setting, mental health or mental retardation facility, or a clinical setting providing developmental, special education, or treatment-oriented services; **OR** an equivalent combination of education and experience. (*See Special Notes and Requirements*)

**ENTRY LEVEL KNOWLEDGE, SKILLS AND ABILITIES** (required at time of application):

**General knowledge of:** human growth and development; behavior management techniques; specific developmental skills such as fine and gross motor, social skills, communication, cognition and self-help; issues of daily living as applied to individual and family centered environments. **Ability to:** work cooperatively and effectively with the public, service providers, and co-workers; maintain case files and records; communicate effectively both orally and in writing; apply knowledge of developmental delays and human development to intervention or treatment programs; structure developmental activities to remediate deficits and maintain individual strengths; make physical, mental and behavioral assessments and accurately record information; prepare treatment/service plans and provide services for a case load of clients; evaluate and reassess the functioning level of the client; provide instruction and direction to clients and others in group or individual

DEVELOPMENTAL SPECIALIST IV	37	B	10.133
DEVELOPMENTAL SPECIALIST III	35	B	10.140
DEVELOPMENTAL SPECIALIST II	33	B	10.147
DEVELOPMENTAL SPECIALIST I	31	B	10.149

Page 6 of 6

### MINIMUM QUALIFICATIONS (cont'd)

#### DEVELOPMENTAL SPECIALIST I (cont'd)

##### ENTRY LEVEL KNOWLEDGE, SKILLS AND ABILITIES (cont'd)

settings; defuse aggressive and maladaptive behaviors of clients; complete billing forms and documentation related to services provided.

##### FULL PERFORMANCE KNOWLEDGE, SKILLS AND ABILITIES (typically acquired on the job):

*These are identical to Entry Level Knowledge, Skills and Abilities for Developmental Specialist II.*

This class specification is used for classification, recruitment and examination purposes. It is not to be considered a substitute for work performance standards for positions assigned to this class.

	<u>10.133</u>	<u>10.140</u>	<u>10.147</u>	<u>10.149</u>
ESTABLISHED:	7/5/89R 12/14/89PC	10/15/76	7/23/56	8/11/95UC
REVISED:		2/22/77	6/1/63	
REVISED:			12/12/74	
REVISED:			10/15/76	
REVISED:			2/22/77	
REVISED:		7/1/89P	7/1/89P	
		8/19/88PC	8/19/88PC	
REVISED:		9/1/89R	9/1/89R	
		12/14/89PC	12/14/89PC	
REVISED:	8/11/95UC	8/11/95UC	8/11/95UC	
REVISED:	7/1/99P	7/1/99P	7/1/99P	7/1/99P
	10/2/98PC	10/2/98PC	10/2/98PC	10/2/98PC